



Early Years Foundation Stage Plan

Spring 1 2021/22

Lifecycles

Unit 1

Personal, Social and Emotional

Identify and moderate their own feelings socially and emotionally.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
 Express their feelings and consider the feelings of others.
 Manage their own needs.

Mathematics

Solve real world mathematical problems with numbers up to 5.
 Link the number symbol (numeral) with its cardinal number value.
 Compare numbers.
 Understand the 'one more than/one less than' relationship between consecutive numbers.
 Explore the composition of numbers to 10.
 Automatically recall number bonds for numbers 0–10.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Have a deep understanding of number to 10, including the composition of each number.

Understanding the World

People and Communities
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

The World
 Explore the natural world around them, making observations and drawing pictures of animals and plants.

Past and Present
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Literacy

Reading
 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words.
Read words consistent with their phonic knowledge by sound-blending.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing
 Form lower-case and capital letters correctly.
 Spell words by identifying the sounds and then writing the sound with letter/s.
 Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
 Re-read what they have written to check that it makes sense.
Write simple phrases and sentences that can be read by others.

Physical Development

Moving and Handling
 Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
 Progress towards a more fluent style of moving, with developing control and grace.
 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Health and Self Care
 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time', having a good sleep routine, being a safe pedestrian
 Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

Communication and Language

Speaking and Understanding
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Listening and attention
 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Expressive Art and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 Develop storylines in their pretend play.
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Subject Links (may change throughout the half term due to children's interest)

English

'The Very Hungry Caterpillar' - Eric Carle

Maths

Adding one digit numbers.
 Using greater and less than to explain number sentences.
 Problem solving - word problems.

RE

How and why do we celebrate special and sacred times?
 Why are festivals important to religious communities?
 Why do some people think that life is a journey and what significant experiences mark this?

PE

Gymnastics

Topic

Lifecycles
 Caterpillars
 Chickens
 Frogs
 People